

ORANGE COUNTY – (Residential Independent Living Program)  
Challenge Grant II  
Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: Orange County	
1a.	Researcher: [Will be evaluation contractor]	Phone:
	Address: [Target date for selection of evaluation contractor is 1/2000]	Fax:
		E-mail:
1b.	Research Manager: Shirley Hunt, Ph.D.	Phone: (714) 569-2160
	Address: 909 N. Main Street, Santa Ana, California 92701	Fax: (714) 569-3720
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1c.	Principal Data Collector: [Will be evaluation contractor]	Phone:
	Address:	Fax:
		E-mail:

2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

Residential Independent Living Program – “RILP”

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, "Describe how the 'treatment' juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.)."

(1) Provide a safe living environment for high-risk juvenile probationers (average stay will be 6 months); (2) Provide a comprehensive independent living skills training program to prepare juveniles for living on their own; (3) Assist youth in obtaining a GED or completing high school graduation requirements; (4) Provide vocational skills training and job placement services; and (5) Assist youth in obtaining long-term stable living arrangements.

- 3a. The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

NOTE: Both treatment and comparison group youth may receive other services as directed by the court and/or arranged by the probation officer. However, these differences will vary for both groups equally (no applicable category to note this in the chart)

2	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
0	Day Reporting Center	2	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	0	Institutional commitment
0	Neighborhood Accountability Boards	2	Transitional care
0	Victim advocacy	0	Voice tracking
0	On-site school	0	Community-oriented problem solving
0	Homework assistance	0	Reconciliation
0	Language proficiency development	0	Rigorous academic program
0	Monitor truancy through contact with schools	0	Tutoring
0	Probation officers on site: Prevention	0	ESL instruction
0	Probation officers on site: Intervention	0	Educational incentives
0	Social skills development	1	Mentoring
0	Life skills counseling	2	Life skills training
0	Youth leadership development	0	Swift and certain response
1	Parenting training - for youth	1	Emancipation skills training
0	Mental health counseling	0	Parenting training - for parents of youth
0	Family counseling	0	Sexual abuse counseling
0	Family counseling with involvement of extended family	0	Parenting counseling
0	Family conferencing	0	Parental prosecution
0	Family re-unification	0	Create multi-family support groups
0	Respite care	0	CPS referral
0	Family mentors	0	Medical services

0	Peer counseling	0	Physical therapy
0	Health education	0	Conflict resolution services
0	Conflict resolution training	0	Financial support
0	Anger management	1	Residential care
1	Finance management training	0	Clothing
1	Housing and food	0	Use of probation volunteers
0	Expedited case assignment and management	0	Vocational counseling
0	Community based restorative justice	0	Employment
2	Vocational training	0	Community service - paid
2	Job placement	0	Community service - unpaid
0	Pay restitution	2	Transportation
0	Intensive probation supervision	0	Behavioral contract
0	Probation supervision, not intensive	0	Speech therapy
0	Recreation activities	0	Outreach workers
0	After school programs	1	Other (Specify): Housing Assistance
0	Crisis intervention	3	Other (Specify): Probation supervision
0	Electronic monitoring		Other (Specify):
0	Alcohol abuse counseling and support		Other (Specify):
0	Substance abuse counseling and support		Other (Specify):
0	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

Quasi-Experimental Design comparing the treatment group with an equivalent group of probation wards. The comparison group will consist of probation wards assessed as eligible for the residential program and willing to participate but who cannot be accommodated due to lack of space.

[NOTE: Youth that are assigned to North county program continuum under Challenge 1 funding will be excluded from this program until the minimum Challenge 1 program evaluation numbers are achieved.]

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input checked="" type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input checked="" type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment [6 months after program separation]
<input type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

Not applicable

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

The specific methodology for the cost/benefit analysis will be finalized with the evaluation contractor and the Probation Department fiscal staff. It will consider the average daily cost per juvenile for the treatment and comparison groups, the aggregate costs and potential cost savings of the treatment program over time relative to that for the comparison group, and an assessment of the treatment program’s viability which will consider the cost/benefit analysis results.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

Juvenile probation wards will be considered eligible for the RILP if they meet the following criteria:

- 1) Transitioning from an institutional commitment;
- 2) Age 17 or more but not older than 18 at their time of program entry;
- 3) Unable to return to their home [e.g., family refuses to take the youth back into their home, the family environment is chaotic and/or unstable, the neighborhood environment places the youth at high-risk (i.e., gang activity)];
- 4) Minor and parent/guardian agreeable to program participation.

The first two of these criteria are self-explanatory. The measurement of criteria #3 and 4 will be finalized in cooperation with program staff including the RILP provider and evaluation contractor by January 2000.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of “X” on the CASI, etc.).

While discussions have begun within probation about the eligibility assessment procedures, these discussions are still in the preliminary stages and will be finalized by January 2000, once the RILP provider and evaluator are under contract.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow-up period. This also will be the number of subjects that you will

be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

<b>Sample Sizes (Write the expected number in each group)</b>			
Program Year	Treatment Group		Comparison Group
First Year	0		0
Second Year	18		18
Third Year	18		18
Total	36		36

<b>Unit of Analysis ( Check one)</b>			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow-up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: 1-1-00  
 Final Treatment Completion Date: 12-31-01  
 Final Data Gathering Date: 6-30-02

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

- Gender - Male/Female
- Ethnicity – Categories currently in the Challenge 1 “Common Data Elements”
- Age at time of initial wardship (under age 15.5, or 15.5 and older)
- Age at program assignment (discrete age categories)
- Probation program assignment (Immediate Accountability, Intensive Intervention, Youth and Family Resource Center - Early Intervention, Transitional Aftercare) (REFER TO Q. #4 – exclusion of Challenge 1 youth]
- 8% Risk Factors – Based on most recent standardized risk/need assessment (assessments are completed by probation officers at time of initial wardship and at 6 month intervals while youth is on probation):
  - Total number of risk factors (0-4)
  - Type of risk factor (yes/no): Family problems, school problems, substance abuse problems, delinquency problems (e.g., gang association, chronic runaway, stealing pattern)

9a. After each characteristic listed above, describe how it will be measured.

9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

The matching criteria where unequal distributions of the two groups may be expected to be problematic are age at initial wardship, current age, 8% risk profile (e.g., number of factors and gang versus no-gang), and probation program assignment. Checks will be conducted at regular intervals to examine the equivalency of the two groups on all matching criteria and analyses will be conducted to determine if there are outcome differences related to any of these factors. If the number of subjects determined to be eligible for the program is substantially higher than the number that can be accommodated over the life of the grant, the

feasibility of using a paired case matching approach will also be considered to deal with unequal distributions and/or confounding effects. If there are insufficient cases to conduct a paired case matching, statistical procedures will be employed to control for group differences.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

Not applicable

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

Probation wards assessed as eligible for the RILP and willing to participate but who cannot be accommodated due to lack of space.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

The assessment process for determining the appropriate interventions for the treatment group juveniles will be finalized by the RILP program staff once all collaborators are under contract (by January 2000).

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

As with the assessment process, any standardized assessment instruments used to identify appropriate treatment interventions will be determined by the RILP program staff. However, an emancipation planning tool currently used by social services is being evaluated for use with both the treatment and comparison group to identify individual emancipation goals and measure progress toward those goals. This planning tool would first be administered to the youth while they are in the institution following the 14 day review of eligibility.

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

The emancipation planning tool noted in Q. 11a response will also be administered to the comparison group subjects.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

- All minors receiving a commitment who will be age 17 and older (but less than age 18) at the expected time of program assignment will be flagged as cases to be screened further for RILP eligibility.
- At the 14-day institutional case review, the case will be further evaluated to determine whether there are significant reasons why the youth may not be able to return home upon their exit. If that is determined to be the case, the youth will be identified as a potential RILP case.
- At 60 days prior to exit, the final RILP eligibility assessment will occur based on the family & environment circumstances at that point and minor and parent/guardian's willingness to participate;
- If the final determination is that the youth is eligible for the RILP and a bed is expected to be available at their late exit date, then the youth will be placed in the treatment group and the transitional coordination planning will begin.

- At the 30 day pre-exit date, the RILP coordinator will be involved in staffing the case for transition to the RILP.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

- The process for determining comparison group eligibility is identical as for the treatment group, with the exception that the eligible youth is placed in the comparison group because no bed will be available at the RILP at the youth's expected institutional exit date.

13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Not applicable.

Variable	Score/Scale	Additional Information	Significance Test
New Law violations	Number	During program & 6 months follow-up	t-test
Subsequent days in custody	Number	During program & 6 months follow-up	t-test
Improvement in Independent Living Skills	(to be determined)	Pre-Post measures will be determined with RILP program staff	t-test/Chi-square (dependent on measure)
Gainful employment	Number/%	Pre-post measurement	Chi-square
Completion of education	Number/%	Number completing high school or G.E.D. (Pre-Post)	Chi-square
Stable Living arrangements	Categorical	Pre-post measures to be finalized	Chi-square
Program/Probation outcomes	Number/%	Successful completions & terminations (Pre-Post)	Chi-square

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.

15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.

16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.

16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.

17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Risk Factors		
	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)	✓	✓
✓	# of Arrests/Referrals	✓	✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)	✓	✓
✓	Sustained Petitions (any)	✓	✓
✓	# of Sustained Petitions	✓	✓
✓	Type(s) of Sustained Petition(s)	✓	✓
✓	Adult Convictions (any)	✓	✓
✓	# of Adult Convictions	✓	✓
✓	Type(s) of Adult Convictions	✓	✓
✓	Institutional Commitment (any)	✓	✓
✓	# of Institutional Commitments	✓	✓
✓	Commitment Time	✓	✓
✓	Completion of Institutional Commitment	✓	✓
	Restitution Ordered		
	Restitution Amount		
	Restitution Paid		
	Amount of Restitution Paid		
	Court-Ordered Work		
	Court-Ordered Work Hours		
	Court-Ordered Work Completed		
	# of Court-Ordered Work Hours Completed		
	Court-Ordered Community Service		
	Court-Ordered Community Service Hours		
	Court-Ordered Community Service Completed		
	# of Court-Ordered Community Service Hours Completed		
✓	Education-Enrollment Status	✓	✓ (*)
✓	Education-Grade Level	✓	✓ (*)
✓	Education-Credits Earned	✓	✓ (*)
	Education-Grade Point Average		
	Education-Expulsions		
	Education-Suspensions		
✓	Gang Involvement	✓	✓ (*)
✓	Alcohol Use	✓	✓ (*)
✓	Drug Use	✓	✓ (*)



✓	Runaway	✓	✓ (*)
✓	Wardship Status	✓	✓
	Informal Probation Status (all wards)		
	Contacts with Probation Officer		
	Family Functioning		
	Self Esteem		
	Use of Community Services		
	Self-Protective/Avoidance Behavior		
	Client Satisfaction		
	Family Attitudes		
	Social Skills		
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
	Referrals to Community Agencies		
✓	Other (Specify): Independent Living Skills	✓	✓
✓	Other (Specify): Employment status	✓	✓
	Other (Specify):		
✓	Other (Specify): GED/High School graduation	✓	✓
✓	Other (Specify): Stable Living Arrangements	✓	✓

**(\*) SIX-MONTH FOLLOW-UP INFORMATION ON THESE VARIABLES WILL BE AVAILABLE ONLY IF THE MINOR REMAINS ON ACTIVE PROBATION.**

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

At this time, there is no additional background information to be collected on participants other than what has already been identified.

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The evaluation contractor will oversee the process evaluation with the assistance of probation research staff. The primary focus will be on evaluating the program implementation and monitoring its' development over the grant period for purposes of describing the program over time and providing feedback to program staff on a regular basis. Although specific details of the data collection process will be finalized once the evaluator is under contract, the process data to be collected will include the following at a minimum (refer to item 13 for outcome data to be collected):

- number of juveniles screened, eligibility results and, if ineligible reasons why;
- number and profile characteristics of treatment and comparison subjects (e.g., demographic);
- number and type of 8% risk factors
- results of assessment of treatment intervention needs (e.g., number of juveniles assessed; number identified as needing each major treatment intervention);
- number, type, and outcomes of intervention services provided;

- progress of juvenile toward completion of accountability requirements (e.g., restitution paid; community service hours completed; work program hours completed); and
- client perceptions of program.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

The evaluation contractor will develop the specific details of the service documentation with the probation research staff and RILP program staff. However, the following provides a general plan for how the documentation will be completed:

For the treatment group, the evaluator will track the intervention services received by the juvenile (e.g., number, type, intensity). These services may include employment counseling and training, educational and occupational training services, independent living skills training, and other services such as drug & alcohol counseling. Monthly service records will be collected from the service providers.

For the comparison group, the evaluator will also gather information monthly on any services received by the juvenile. The primary source of this information will be the juvenile case file and the assigned probation officer.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

The RILP staff will establish program completion criteria in cooperation with the evaluation team as part of the implementation planning by January 2000. However, key elements of these criteria will include:

- stable financial situation;
- place to live ; and
- completion of majority of emancipation planning goals.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

Program completion will not be linked to probation terms. However, all of the above will be tracked on the treatment and comparison group juveniles.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

The RILP staff will establish termination criteria including definition of "failure to complete the program" with the evaluation team by January 2000 as part of the implementation planning.